

Y3	Term 1 and 2	Term 3 and 4	Term 5 and 6
Enquiry question	Where do we come from?	Can we find treasure in the past?	Earth - A restless planet?
<b>Design and Technology</b>			
	<b>Main Focus:</b> Food <b>Outcome:</b> Design and prepare a healthy lunchbox for a school trip (cooking one savoury component)	<b>Main Focus:</b> Textiles <b>Outcome:</b> Making papyrus	<b>Main Focus:</b> Structures <b>Outcome:</b> Design and construct sandwich packaging
<b>Knowledge</b>	Pupils should be taught:		
	Design	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at particular individuals or groups	
		generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectionals and exploded diagrams, prototypes, pattern pieces and computer aided design (CAD)	
	Make	select from and use a range of tools and equipment to perform practical tasks accurately [for example, cutting, shaping, joining and finishing]	
		select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	
	Evaluate	explore and evaluate a range of existing products	
		evaluate their ideas and products against design criteria and consider the views of others to improve their work	
		understand how key events and individuals in design and technology have helped shape the world	
	Technical Knowledge	apply their understanding of how to strengthen, stiffen and reinforce more complex structures	
	Food and Nutrition	understand and apply the principles of a healthy and varied diet	
prepare and cook a variety of predominately savoury dishes using a range of cooking techniques			
understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed			

<p><b>Skills</b></p>	<p>D1 - Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose</p> <p>D2 - Make realistic plans, identifying processes, equipment and materials needed</p> <p>E1 - Investigate the design features (including identifying components or ingredients) of familiar existing products</p> <p>E2 - Suggest improvements to products made and describe how to implement them (taking the views of others into account)</p> <p>E3 - Compare and contrast designs, explaining why a particular design is significant in engineering history</p> <p>M1 - Use appropriate tools safely and effectively, explaining why they have chosen a particular tool for the task</p> <p>M2 - Plan which materials will be needed for a task and explain why</p> <p>M3 - Follow health and safety rules for all tasks, including cooking and baking activities</p> <p>F1 - Cut, peel, grate and chop a range of ingredients to make dishes. Combine a variety of ingredients using a range of cooking techniques</p> <p>F2 - Recognise the need for a variety of foods in a diet. Describe what a balanced diet is.</p>	<p>D1 - Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose</p> <p>D2 - Make realistic plans, identifying processes, equipment and materials needed</p> <p>E1 - Investigate the design features (including identifying components or ingredients) of familiar existing products</p> <p>E2 - Suggest improvements to products made and describe how to implement them (taking the views of others into account)</p> <p>E3 - Compare and contrast designs, explaining why a particular design is significant in engineering history</p> <p>M1 - Use appropriate tools safely and effectively, explaining why they have chosen a particular tool for the task</p> <p>M2 - Plan which materials will be needed for a task and explain why</p> <p>M3 - Follow health and safety rules for all tasks, including cooking and baking activities</p> <p>T1a - Choose fabrics and thread for purpose and use patterns from different times, places and cultures as a starting point for design</p> <p>T1b - Weaving using different materials</p> <p>T1c - Use a variety of joining techniques (sewing, weaving, gluing, tying)</p>	<p>D1 - Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose</p> <p>D2 - Make realistic plans, identifying processes, equipment and materials needed</p> <p>E1 - Investigate the design features (including identifying components or ingredients) of familiar existing products</p> <p>E2 - Suggest improvements to products made and describe how to implement them (taking the views of others into account)</p> <p>E3 - Compare and contrast designs, explaining why a particular design is significant in engineering history</p> <p>M1 - Use appropriate tools safely and effectively, explaining why they have chosen a particular tool for the task</p> <p>M2 - Plan which materials will be needed for a task and explain why</p> <p>M3 - Follow health and safety rules for all tasks, including cooking and baking activities</p> <p>T2 - Build a solid and stable structure using appropriate materials (e.g. wood, card and corrugated plastic)</p>
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	F3 - Explain where the food they eat comes from (e.g. referring to countries, counties, animals and plants)		
Vocab	slice, peeling, assemble, combine, serve, portion, garnish, grate, shred, balanced diet, vitamins, minerals, fat, protein, carbohydrate, sugar, lifestyle, ingredients, recipe, source, import, export, transported	weave, woven, over, under, pulp, squash, fibres, fuse, compress, squeeze	layer, mould, papier-mache, harden, manipulate, core, base, adhesive